

**AN INTENSIVE STUDY IN CRAFT PROGRAMMES  
OF ELEMENTARY TEACHER TRAINING INSTITUTIONS  
IN DELHI.**

**B. NARAYANA**

**UNDER THE GUIDANCE OF DR. C.S. SUBBA RAO  
FIELD ADVISER, DEPARTMENT OF TEACHER  
EDUCATION, H. C. E. R. T.**

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## P R E F A C E

The Education Commission of India has clearly stated that education at all stages should be oriented to production. It is possible to make the production oriented education more successful, if the students are not only given knowledge about the different kinds of productive activity going on in the country at present, but also give them some experience of productive activity as an integral part of education. The revitalisation of craft programmes in the educational institutions at various stages will serve this purpose. But such a revitalisation of the craft programme can be done only when the Teacher Education in general and craft Teacher Education in particular are made more effective. Moreover the Education Commission also accepted the principles of Basic education as an integral part of all stages of school education. Craft occupies a prominent place in the scheme of Basic education. Hence it is important to give the utmost prominence for craft work in the teacher training institutions.

Realising the importance and unique place craft work should occupy in the Elementary Teacher Education Institutions, the researcher wanted to investigate into the present status of craft work in the three institutions in Delhi, with an objective of assessing the present facilities provided for imparting craft education to the student teachers and the possibilities of improving the



the same with the existing resources.

I am very grateful to the guide of this investigation Dr. C.S. Subba Rao, Field Adviser, Department of Teacher Education. I also owe a debt to Shri S.C. Chaudhary, Senior Research Officer, Department of Basic Education who made himself available for me for consultations on the topic, methodology, etc. I thank the principals of the Teacher Training Institutions of Alipur, Daryaganj and Jamia Millia Islamia for their co-operation in getting the data in time.

Dated 15-5-1967.

B. NARAYANA,  
M.A., B.Ed.

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# **An Intensive Study of Craft Programmes in the Elementary Teacher Training Institutions of Delhi.**

## **C H A P T E R - I**

### **Introduction**

- A. Need for the investigation.**
- B. Expansion of Elementary Teacher Education in Delhi.**
- C. Definition and Statement of the Problem.**
- D. Objectives of the Study.**
- E. Scope and Delimitation.**
- F. Methods and Techniques adopted.**
  - 1. Questionnaire.**
  - 2. Visits and Interviews.**
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## C H A P T E R - I

### Introduction

Education for democracy implies in its broadest sense attempt to impart the heritage of the ages and also to prepare the young for purposeful active and participating membership in their society. The teaching of craft in education makes important contribution towards achieving both these goals. Finally it serves one of the most important means of imparting and interpreting the essence of the development of our modern civilization.<sup>1</sup>

#### Craft education in Indian School system.

With the growth of basic education at the national level crafts enjoy a special position in imparting knowledge and skills through various methods of activity both mental and physical. Gandhiji held that the highest development of the mind and soul is possible under such a system of education. Craft was to be not only the medium of education but also productive. "The manual training, said Gandhiji, will not consist in producing articles for a good school museum or toys which have no value. It should produce marketable articles."<sup>2</sup> He thought that the child's tendency to spontaneous activity is the basis of education and primarily interested in the children in acquiring craft skills. In his view the child's mental, physical and spiritual faculties are to be cultivated through a central purposive activity like,

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<sup>1</sup>Craft education in Indian School System. Page.4.

<sup>2</sup>Hindustani Talimi Sangh - Third annual report  
1940-41, P.28.



handicrafts and manual work. To him craft work is not merely a means of literary education. It is also an end in itself. Productive work and purposive activity brings joy and a sense of fulfilment in its train. "Those who have observed how such work rightly organised transforms as if by magic the entire atmosphere of the school and quickens the students interest in life, in their studies, are bound to appreciate the significance of the new emphasis placed on craft work in education"<sup>3</sup> It is a system of education which creates love, devotion, right attitude towards the manual and productive work, and advancement towards the technological age. The individual is a responsible citizen of his nation. Therefore he has to work, for the better society and government, through better education. "Better persons strive for the betterment of the country and better education makes better citizens. It is the duty of education to take scientific advancements into account to make the individual fit into this ever changing society"<sup>4</sup>

Craft activities are essentially creative and the things produced by the children lend a touch of realism to school life. The specific aims of crafts can be stated

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<sup>3</sup>K.G.Sayidain - Problems of education at reconstruction, P.123.

<sup>4</sup>Dr.C.S.Subba Rao - Basic education in Principles, Ajanta Publications - Secunderabad.P.95.



as follows:-

1. To train the eye and hand to their best use
2. To create love for work, "work done with skill and ease gives enjoyment,
3. To stimulate habit of attention to details through craft work.
4. To help the growing child to learn that any thing done in the right way with a right motive is much value and worthy to be regarded highly.
5. To train the child to avoid careless habits of work and to develop love of order and neatness.
6. To stimulate self-reliance;"<sup>5</sup>

Thus it is seen that the importance of craft is highly valued and is recognized in building the personality of the child. Above all it is hoped that the children learn cooperatively through craft sharing the life and labour of the masses of man kind. It also deepens their sense of humanity with their fellow men all over the world.

The national pattern for elementary education in India as accepted by the central and state governments is basic education. This means crafts should form a compulsory subject in the curriculum of elementary schools. The assessment committee on basic education towards the end of first five year plan has drawn the attention of the training institutions and recommended

"In order that the pupil-teachers are able to teach crafts in schools effectively, it is essential that the teacher training institutions should give serious attention to the teaching of crafts. Besides proficiency in craft skills the pupil teachers should be given training in the scientific methods of teaching crafts."<sup>5</sup>

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<sup>5</sup> Basic activities for non-basic schools, P.6.  
National Institute of Basic Education.

6. Report of the Assessment Committee on Basic Education.  
P.27. New Delhi - Ministry of Education, Govt. of India.



The place of craft has already been recognized and accepted in all stages of Indian school system. The main aim of craft education will be to develop favourable attitude towards craft work and technical skill and to provide work experience to the students. It is also necessary that the students should share in the experience of contributing to the Productive work of the country. The education Commission has defined the work experience as participation in productive work, in school, in home, in a workshop, on a farm, in a factory or in any other productive situation. It further indicated

The need to include work experience as an integral part of education is to some extent inherent in the very nature and organization of formal education. Traditionally an individual grew up in a society through participation in its activities and work experience formed the bulk of his education. While this method has several advantages its weakness consisted in that it was not essentially dynamic and forward looking and tended to perpetuate traditional patterns of behaviour. Formal education on the other hand tended to withdraw the child temporarily from participation in community activities and to train him in an artificial environment for his anticipated future role in society. This created a cleavage between the world of work and the world of study. This defect is partially conspicuous in our system of education which tends to strengthen the tradition of demigrating work and alienates the students, particularly the first generation learn from their homes and communities. The introduction of work experience is intended to overcome to some extent these weaknesses and to combine the advantage of the formal and informal systems of education.<sup>7</sup>

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<sup>7</sup>Report of Education Commission, p.4-66, P.27.  
Ministry of Education, Government of  
India.





### Need for the Investigation

With the growth of educational thought particularly in the field of Science it became a distinct contribution to make towards the development of human brain. "The progressively higher development of the brain depends up on establishing complex centres and that it leads finally to brilliant intelligence and a well balanced mind. Progressive manual labour for children from 4 - 15 is thus not time lost but constitute on the contrary the true and only procedure for normal development."<sup>8</sup>

A new era has started with India's attainment of independence in 1947. Basic education has been accepted as the pattern of elementary education and schools are being gradually converted to this pattern. At the secondary stage also efforts to introduce craft work have been intensified. The success of such educational programme largely depends up on the quality of teachers trained and it is the responsibility of the teacher training institutions to prepare qualified teachers.

Thus crafts form an integral part of the elementary teacher education run on basic pattern. With the implementation of this programme at the primary many training institutions were established to prepare the teachers with the technological aspect. There had been a rapid progress

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<sup>8</sup>M. S. Patel - Educational Philosophy of Mahatma Gandhi, P. 134, Ahmadabad: Navajivan Publishing House - 1953.



during the first decade of independence. But later on the progress is so slow and the attention was diversified for several reasons. "Among these is the dominant idea that the manual work is in fact a reflection of the present social system in which the dominant classes can afford to live comfortable life without soiling their hands."<sup>9</sup>

Addressing over the inaugural function on "Seminar on Arts and Crafts" Professor Mujeeb, Vice Chancellor, Jamia Millia Islamia indicated:-

It is self-evident that unless we first educate a sufficiently large number of teachers in art and craft the mass of the students will remain as they are with partially awakened or a totally dormant of form and colour. But even those teachers who are now teaching particular subjects with confidence need to be made aware of what they lack.

Teacher education today to my mind is suffering also from other handicaps. The teacher under training who ought to utilize his faculty of observation and stimulate the exercise of the faculty in others is more or less told to depend on objects which can be shown in the class in the forms of pictures and charts and tables. Observation and understanding are made as mechanical and easy as possible. Methods and aids have become a vested interest, too powerful and pervasive for anyone to make a successful struggle against them.

If a change does come about I believe it will be through teaching of art and craft. If training in art and craft stimulates the power of observation and understanding and the desire to make a personal contribution to the existing cultural goods, it can lead ultimately to advancement on all the fields of the knowledge.

The present investigation is an attempt in this direction to find out the programmes of craft education in the elementary teacher training institutions of Delhi.

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<sup>9</sup> Dr. Salamatullah - Welcome address on seminar on arts and craft in Teacher Education on 13-12-1966.



### Expansion of Elementary Teacher Education in Delhi

The history of educational expansion in Delhi is a fascinating story of collaboration between the metropolitan population's desire for quality of education and the departments to provide it not only to a chosen few but to every school going child. From a very dim beginning in 1905 when the first high school was opened one can witness today the amazing spectacle of nearly 1800 schools of all categories with about 7 lakhs of students on their rolls. Out of the higher secondary schools as many as 249 are run by the government itself. Most of the phenomenal increase has taken place during the last ten years.<sup>11</sup>

There are at present two Elementary Teacher Training Institutions run by the Directorate of Education, Delhi Administration, one at Darya Ganj for Women candidates and the other at Alipur for male candidates. Most of the teachers in the territory are trained. Besides this the Government of India have arranged with the authorities of the Jamia Millia Islamia for the training of teachers for basic schools. It was a small institution admitting only about 30 students each year and offering only a Diploma Course. Later on it has been developed into a centre of learning providing various faculties of arts and crafts.

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<sup>10</sup>Professor Mujeeb, Vice Chancellor, Jamia Millia Islamia - Inaugural Address on Seminar Art and Craft in Teacher Education - 13-12-1966.

<sup>11</sup>All India Educational Federation Seminar.



It is recognized by the government of India as a deemed University. This university provides admission from the Nursery to the post-graduate level, and in addition maintains a Teacher's College and a Rural Institute.

#### Statement of the Problem

The problem may be stated as following -

"An Intensive study of craft programmes in the Elementary teacher training institutions of Delhi. The terms used in this problem may be defined as follows:-

"Intensive study" means, a critical and purposeful probe into the working system of machinery to investigate and find out the actual position. "Craft programmes" indicate the handicrafts such as spinning, weaving, card-board, leather work and other works including the agriculture and home science which are prescribed in the scheme of elementary teacher education.

#### Objectives of the study

The objectives of the study are:-

1. To examine the place of crafts in the light of the syllabi and the recommendations of educational committees,
2. To compare and contrast the status of crafts at the three elementary teacher training institutions of Delhi area.
4. To discuss the problems arising in the practical field of craft education.





5. To draw out the conclusions based on the study of information,
6. To suggest the remedial measures for the success of future plans,

#### Scope and Delimitation

The scope of this study was limited to the instructional programmes of craft education in the scheme of elementary teacher education and the related matters.

It consists the following areas:-

1. Information and the selection of crafts,
2. Criteria followed in providing the crafts,
3. Craft instructors - their academic and professional qualifications,
4. Facilities provided for the field work and workshop programmes.
5. Methods followed in imparting craft education,
6. Agriculture and gardening as a craft and the availability of facilities,
7. Availability of tools, raw material, and other equipment.
8. Correlated lessons with craft as an activity method,
9. Supervision - evaluation and the procedures followed,
10. Suggestions for the improvement of craft programmes.

The problem was confined to the three elementary teacher training institutions of Delhi area only.

#### Methods and Techniques Adopted for Investigation

Keeping in view the technical aspects of the study the survey method was adopted to carry on the work. The



following techniques were used in collecting the data.

1. Survey questionnaire to the Heads of the Teacher Training Institutions.
2. Visits and interviews.
3. Observation.

#### 1. Questionnaire

After examining the tools with the consultation of research officers the questionnaire was finalised to be sent to the Training institution. The questionnaire has the following sections.

- A. General information of the Institutions
  - B. Organisational structure of craft programmes
  - C. Craft equipment
  - D. Self sufficiency
  - E. Methods of Teaching followed
  - F. Correlation of academic subjects with craft
  - G. Craft literature
  - H. Supervision and evaluation
  - I. Suggestions for improvement of craft education.
- Proper indications were made to check-lists, rating scale, and alternatives in the questionnaire.

#### 2. Visits and Interviews

After submitting the questionnaire the investigator paid several visits to the concerned institutions and had the opportunity of interview with the heads of the teacher training institutions and the other personnel in the field.



Discussions were made on several aspects of the study and the information was recorded separately. This helped a lot in writing the report.

### 3. Observation

Observation of workshops, exhibitions, finished goods of craft work, area of farm for agriculture and gardening, also form an important part of this study.

### 4. Classification of the data

After the receipt of questionnaire duly filled in the information was analysed and classified into the following section

1. Organisation of craft programmes,
2. Administration - Craft education,
3. Supervision and evaluation.

While interpreting the data a comparative study of the three institutions was made at the various stages of craft education.

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CHAPTER IV  
RELATED LITERATURE





## CHAPTER - II

### Review of Related Literature

In the preceding chapter an attempt was made in explaining the problem, the need for the investigation objectives of the study and the various aspects of the technical terms for a clear understanding of the report. In this chapter a discussion will be made about the related literature of the past researches. This will throw a light on the present study.

Quite a number of researches have been made in the field of basic education throughout the country. Various Committees appointed by the government of India have reported the prevailing system of craft education and suggested the remedial measures from time to time. The state governments also paid much attention in appointing such committees to suggest the suitable plans in their regard. While explaining the importance of craft a reference was made about some of these committees in the first chapter. The Post-graduate students of education have also made related studies either as a part or towards the partial fulfilment of the M.Ed. Degree or for the Doctoral purposes. The following are the Dissertations submitted by some of them for the Master of Degree in Education, Delhi University.

1. Gajwani, S.L. - An investigation into the attitude towards crafts of boys in senior basic schools of Delhi, 1959.



2. Bagga, G.L. A Study of the position of Agriculture as a craft in Basic Training Colleges of India - 1963.

Adopting the "thurstones technique the investigator of the above first report administered the questionnaire on the boys of senior basic schools of Delhi. He arrived at the following conclusions:-

1. The boys of senior basic schools of Delhi have positive attitude towards the crafts, spinning, weaving, agriculture and the wood work.
2. Wood work is the most liked craft than the other crafts.
3. Inspite of the unsatisfactory arrangements for teaching of crafts the positive attitude of boys towards these crafts is of great significance.<sup>12</sup>

The other study regarding the position of agriculture as a craft is confined to the Training Colleges of India at the University level - Adopting the questionnaire and interview techniques the investigator has pointed out in his conclusions that:

1. In most of the Institutions the teachers of agriculture are low-qualified.
2. They have no experience of teaching in schools and apparently do not fulfil the requisite qualifications for appointment.
3. Some colleges have only a few hundred square yards of farm area in imparting practical skills.
4. Colleges are poorly equipped in respect of agricultural implements.
5. Some institutions do not have examination in theory of agriculture.

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<sup>12</sup>Gajwani, S.L. An Investigation into the Attitude Towards Crafts of Boys in Senior Basic Schools of Delhi - 1959. (Unpublished Dissertation, Central Institute of Education, Delhi).



These studies were made on several directions on one or two aspects and therefore did not aim to study the implementation side of craft programmes. Similar researches were made at the various universities at the various levels and areas. Shrikan Narayana, the former Planning Commission Member, writes in "on education";

There is scope for endless experiments in basic education. I will not like any kind of rigidity in imparting of basic education. Every area, every village will be different and basic education should be imparted according to the need environment and other available opportunities in those areas. For instance one village will be suitable for imparting education through spinning and weaving an another village through oil crushing. Some stereotyped training everywhere is no good.

Thus it is evident from the above statement that the study of researches differ from place to place according the suitability of the environment. The Department of Basic Education, National Council of Educational Research and Training made a study of "Craft education in Indian Schools" during the year 1961. This being a study of nation wide given a ~~part~~ broad picture of the country. A national conference of principles of Post-graduate Basic Training

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<sup>13</sup> Bagga, G.L. A study of the position of Agriculture as a craft in Basic Training Colleges of India, 1963, unpublished dissertation of M.Ed. Central Institute of Education.



Colleges and officers incharge of Basic education was held in the year 1965 to re-examine the basic education. They reviewed the position of craft work and recommended -

the simplest stages of craft work should start from the first grade just as in the case of any other subjects in the curriculum. It should be borne in mind that crafts are introduced in the basic schools for educating the child by developing certain attitudes and skills along with related knowledge - craft work should be pursued with these ends in view.<sup>14</sup>

Dr.C.S.Subba Rao has submitted a similar study on "Practice of Basic Education in Andhra Pradesh" for his Doctoral Degree to Baroda University. The following are findings of his study -

The Basic Training schools did not prove much different from normal schools due to certain defects in planning and execution. The mechanical aspect of the craft was much emphasised.

Craft programme could not be made successful due to dearth of teachers properly trained in craft work, defective im-plements, lack of accommodation for craft work and difficulties in the disposal of craft products.<sup>15</sup>

Though these inferences are drawn from a study of particular state, it gives much scope for the similar studies -

Regarding the particular area of Delhi, a research study was taken up by Smt.Madhu Pachori on "Crafts suitable for urban basic schools of Delhi area.

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<sup>14</sup>The report of the national conference of principals of post-graduate Basic Training Colleges and officers incharge of Basic Education, 1965. Ministry of Education, Govt. of India.

<sup>15</sup>Dr.C.S.Subba Rao, Practice of Basic Education in Andhra Pradesh, Department of Basic Education, N.C.E.R.T.Delhi - 1967.





The findings of this research study gives a general idea of the crafts proscribed in the basic schools of Delhi area. The following are some of these conclusions:-

1. Bulk of the teachers are traditionally trained. Those who are basic trained are also following traditional methods for many years. They loath to follow new methods which require much ingenuity and labour on the part of these teachers.
2. These teachers need some guidance in teaching crafts.
3. As the crafts though presented in the syllabus are not compulsory and no examination is conducted in those crafts. The teachers, pupils and guardians are very disinterested in the teaching of crafts. There is no uniformity in the craft work practised.

The pit fall in the whole management of Basic Schools in Delhi are in the fact that no importance is given to scientific evaluation of craft work, which may bring in tangent results and it causes serious concern over the matter by teachers.

Actually the teachers were opposed to weaving but mostly it was done to the provision of lesser opportunities of learning other crafts than spinning in the training college and due to their unawareness of the knowledge to bring out results of their labour in spinning yarn. Teachers loose all interest in it and follow it dis-interestedly. Because firstly they have no training in weaving. Secondly they do not get technical guidance from the supervisory staff.

2. There is no choice left for the pupil teachers to opt for the craft of their own choice.
3. The training colleges are not taking any steps in follow-up. The teachers are not made perfect in the craft they learn.

Further the studies indicates that:-

a series of studies, are to be conducted. The first important study will be a survey for knowing the



present position of teaching crafts in the schools of Delhi. This survey will possibly render great help in revising the present syllabus of elementary schools in Delhi Municipal Corporation and Delhi Directorate of Education according to the urban nature of the schools of Delhi.<sup>16</sup>

It is evident from the above studies that there is an urgent necessity of knowing the position of teaching crafts in the particular area of Delhi. As the success of these programmes depend upon the quality of teachers employed in the school, there is again a necessity to find out the position of craft education at the elementary teacher training institutions. This is an opportunity for the present investigator to take such a study particularly in Delhi area.

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<sup>16</sup> Smt. Madupachori - A study of crafts suitable for urban schools of Delhi area.  
National Institute of Basic Education (NCERT)  
1966.



# An Intensive Study of Craft Programmes in Elementary Teacher Training Institutions, Delhi.

## CHAPTER - III

### Organisation of Craft Programmes

- A. Courses offered by the institutions.
  - B. The Place of Craft in the curricula.
  - C. Objectives of introducing Crafts in the Scheme of Elementary Teacher Education.
  - D. Crafts in Practice.
  - E. Criteria Followed in Providing the crafts.
  - F. Availability of Craft Teachers.
  - G. Academic and Professional Qualifications of Craft Teachers.
    - 1. Agriculture and Gardening.
    - 2. Spinning and Weaving.
    - 3. Wood Craft.
    - 4. Home Science.
    - 5. Leather Work.
    - 6. Paper and Cardboard Work.
-



## CHAPTER - III

### Organisation of Craft Programmes

So far in the preceding chapters an attempt was made to determine the necessity of undertaking the study of the problem and the discussion on several aspects relating the objectives of craft education. In the following chapters, the data collected through various methods discussed previously will be presented in order to arrive at the conclusions.

#### A. Courses offered by the Institutions

The information received from the three institutions in offering the courses of study is as follows:

Table No.1

Courses offered by the Institutions

Sr.No.	Name of the Institution.	Courses offered	Duration	Classes for which the Trg.is provided.
1.	Teachers College, Jamia Millia Islamia, New Delhi.	'Diploma in Basic Training.'	2 years	Elementary (5th grade)
2.	Govt.Teachers Trg. Institute, Darya Ganj, Delhi.	'Junior Basic Training Course'	2 years	Primary class (5th grade)
3.	Govt.Teachers Trg. Institute, Alipar.	'Junior Basic Training Course.'	2 years	Primary class (5th grade)

Out of these three institutions, Teachers College, Jamia Millia Islamia and the Govt.Teachers Training Institute





Darya Ganj were located in urban area. The other training institute which is situated at Alipur is 10 K.M. away from Delhi forming a part of the rural area. The Teachers' College, Jamia Millia Islamia is a co-educational institution. The Institution at Darya Ganj provides education only for women candidates. The third training institution at Alipur is intended to provide facilities for men. The duration of the course is two years preparing the teachers for elementary schools to teach upto 5th grade only. While both the government institutions offer the certificate course for Junior Basic Training, the teacher's college, Jamia Millia Islamia offers the course of Diploma in Basic Training.

In offering these courses craft has been made compulsory in all the three training institutions. While at both the institutions of Darya Ganj and Alipur Spinning and Weaving is a compulsory main craft, the teacher's college, Jamia Millia provides four types of main crafts for student's choice. Besides a main craft one additional craft is to be practised. In offering these additional crafts students are given three choices at Alipur four at Darya Ganj and six at Jamia Millia Islamia. This additional craft is known as subsidiary craft at the Teacher's College, Jamia Millia and the weightage given is half of the main craft. This craft is helpful to the main craft in acquiring the skills, attitudes and



understandings. At the other two institutes the prospectus does not indicate any idea of subsidiary craft. It simply mentions as additional craft. The weightage given to this craft is equal to that of main craft in all respects. The details of this craft will be dealt in the next chapter.

#### B. The Place of Craft in the Curricula

The curricula of craft education prescribed by the concerned authorities is as follows:-

Jamia Millia Islamia,  
New Delhi,

The Directorate of education,  
Delhi Administration.

Main craft - 200 marks.

Main craft. 100 marks.

1. Agriculture & gardening  
craft.

1. Spinning & Weaving  
(Compulsory for all)

2. Spinning & Elementary  
Weaving craft.

2. Domestic Science  
(for girls only)

3. Pottery & ceramic craft.

4. Home Science Craft  
(for women students)

Subsidiary Craft - 100 marks.

Additional craft - 100 marks.

1. Cardboard work

1. Wood work

2. Artistic teacher craft

2. Cardboard and paper work

3. Wood craft.

3. Agriculture and gardening

4. Spinning craft

5. Clay modeling.

Having a look at these crafts let us examine this curricula in the light of the suggestions made by the various educational committees appointed by the Govt. of



India towards these particular programmes. This will give an insight into the future study. The report of the committee to evolve model syllabai for elementary teacher education has suggested as follows:

While it may be useful for a training school to make provision for teaching of as many crafts as possible each student teacher may be required to offer two crafts only. One of these shall be at what is generally known as major level and another at subsidiary level. The student teacher should acquire sufficient skill in the major craft while he should familiarise himself with all the processes of the minor or subsidiary craft. Any craft can be offered both at major or subsidiary level by different students. The subsidiary craft should get half the time that the major craft is given. The following crafts are suggested in this respect.

- |  |                                      |
|--|--------------------------------------|
| 1. clay modelling and pottery.                 | 2. Paper and Cardboard work.         |
| 3. Kitchen gardening and decorative gardening. | 4. Spinning & Weaving.               |
| 5. Tailoring and needle work.                  | 6. Home craft.                       |
| 7. Wood work.                                  | 8. Metal work and light engineering. |

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<sup>17</sup>Elementary teacher education - Report of the Committee to evolve model syllabai for elementary teacher education, 1963-65. Department of Teacher Education, (NCERT) P.106-7.



- |                             |                 |
|-----------------------------|-----------------|
| 9. Basketing                | 10. Fibre work. |
| 11. Agriculture             | 12. Sericulture |
| 13. Poultry and bee-keeping | 14. Bakery      |
| 15. Leather work.           |                 |

The report of Education Commission suggested the following curricula of craft education in elementary schools. This gives an insight into the programmes of Training institutions in preparing the teachers for the implementation of the recommendations.

Crafts at lower primary school

- |                                     |   |
|-------------------------------------|---|
| 1. Paper cutting                    | 2. Cardboard cutting and folding.       |
| 3. Modelling in clay or plasticine. | 4. Spinning.                            |
| 5. Simple needle work.              | 6. Simple planting indoors or on plots. |
| 7. Kitchen gardening.               |   |

Crafts at Higher Primary Schools

- |                                |                  |
|--------------------------------|------------------|
| 1. Cane and bamboo work.       | 2. Leather work. |
| 3. Pottery.                    | 4. Needle work.  |
| 5. Weaving.                    | 6. Gardening.    |
| 7. Model making.               | 8. Pret work.    |
| 9. Work on farm. <sup>18</sup> |                  |

In comparing these above curricula more probably all are similar and provide sufficient scope in implementing the latest recommendation of Education Commission.

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<sup>18</sup> Report of Education Commission, 1964-66, P.210.  
Govt. of India, Ministry of Education,  
New Delhi.





C. Objectives of Introducing Crafts in the Scheme of Elementary Teacher Education

The following are some of the objectives of craft education mentioned in the prospectus of Delhi Administration.

1. To enable the trainees to learn all the process from growth of cotton to the finish of cloth.
2. To enable the trainees to handle tools and implements carefully and to do minor repairs when ever necessary and set up apparatus.
3. To correlate the academic subjects with the crafts.
4. To inculcate a sense of dignity of labour.
5. To create a taste for making simple and beautiful things of daily use.

The prospectus of the Jamia Millia did not mention the objectives. The report of the committee to evolve model syllabai for elementary teacher education mentioned the following objectives in this respect.

- (a) To help the student teacher to understand and appreciate the educational, cultural and socio-economic value of crafts in present day India.
- (b) To enable to achieve such a level of efficiency in theory and practice of the craft work that:-
  - (i) he can bring out the educational values of the craft while teaching it.
  - (ii) he can plans part of instructional material around this activity with the help of children.
  - (iii) he can bring about necessary skill in attitudes about the craft among children.
- (c) To enable student teacher to assemble, adjust and carry out simple repairs to the implements.
- (d) To help him evaluate the outcomes of craft teaching in terms of skill and educational values.



A close comparative study shows that their objectives are nearly the same and provide the same prospect to the craft education.

#### D. Crafts in Practice

Having come to know the curricula and the objective, let us examine the position of these crafts in the light of the above syllabi. According to the data collected the following crafts are in practice in the respective institutions.

Table No.2  
Crafts in Practice at the Training  
Institutions

Sr.No.	Name of the Institution.	Main crafts	Subsidiary crafts.
1.	Teachers College Jamia Millia Islamia, New Delhi	1. Agriculture & gardening. 2. Spinning & Weaving. 3. Wood work 4. Home science	1. Cardboard 2. Artistic leather. 3. Spinning. 4. Clay modelling.
2.	Govt. Teacher Training Institution, Darya Ganj, Delhi.	1. Spinning & Weaving.	1. Cardboard work 2. Leather work. 3. Wood work. 4. Home science.
3.	Govt. Teachers Training Institution, Alipur.	1. Spinning & Weaving.	1. Wood craft. 2. Agriculture. 3. Leather & Cardboard work.



It is evident from the above table that the Teacher's College, Jamia Millia Islamia provides sufficient scope to students to opt the main craft of their choice. Four main crafts are in practice at present. The other two training institutions have restricted the choice of main craft. Spinning and weaving is compulsory to the pupil teachers of both the sexes. This reflects that their likes and dislikes are not honoured. Four types of subsidiary crafts are provided at the first two institutions while at the latter choice is limited to three. The above picture indicates that Home science is offered under main craft at Jamia Millia Islamia while at the institution of Darya Ganj it is provided under additional crafts. Agriculture is a main craft at the first institution while at the latter i.e., at the institution of Alipur it is under additional crafts. The other institution did not provide the provision for agriculture.

#### E. Criteria Followed in Selecting the Crafts

In selecting these crafts the institutions followed different criteria. The following table indicates the criteria followed in this respect.



Table No.3  
Criteria Followed in Selection of Crafts

S.No.	Name of the Institution	Criteria followed in selecting the crafts.
1.	Teacher's College, Jamia Millia Islamia, New Delhi.	1. Possibility of Teaching different school subjects at elementary school level.
2.	Govt. Teachers' Training Institute, Darya Ganj, Delhi.	1. Decision of the Govt. 2. Availability of craft implements. 3. Possibility of Teaching different school subjects.
3.	Govt. Teacher's Training Institute, Alipur.	1. Availability of craft implements. 2. Possibility of Teaching different school subjects. 3. Availability of Trained teachers for Teaching crafts.

At the Teachers' College, Jamia Millia the provision of so many crafts have been made to facilitate the correlated teaching of different subject at the elementary school level. The other two institutions do not give such scope. They provide within the prescribed limits. The Govt. decisions are there, and again, they have to see the availability of teaching staff and the other facilities such as implements, provisions for workshops, raw materials etc. Possibility of correlated teaching also is taken into consideration.





F. Availability of Craft Teachers

Having a probe into the principles followed in prescribing the crafts, it is necessary to know the actual number of craft instructors as per the type of craft provided. The following is the information received from the respective institutions.

Table No.4  
Availability of Craft Teachers

S. No.	Name of the Institution	Name of the craft	No. of craft Teachers.
1.	Teachers' College, Jamia Millia Islamia, New Delhi.	1. Agriculture & Gardening.	one
2.		2. Spinning & Weaving.	two
		3. Wood craft.	one
		4. Home Science.	two
		5. Pottery	one
2.	Govt. Teachers Training Institute, Darya Ganj, Delhi.	1. Spinning & Weaving.	two
		2. Wood work.	one
		3. Home Science	one
		4. Cardboard	one
		5. Leather work	one
3.	Govt. Teachers Training Institute, Alipure.	1. Spinning & Weaving.	one
		2. Agriculture	one
		3. Wood work	one
		4. Leather & Cardboard.	one



Comparatively almost in all the three training institutions there is some similarity in the availability of craft teachers. For instance there are two instructors for spinning and weaving sections and one for each of the other crafts. We find two teachers for Home Science at Teachers College, Jamia Millia Islamia. In this respect it exceeds one step higher than the other institution in providing the choice of crafts to students own interest and in facilitating the sufficient teaching staff. At Alipur one craft teacher's post is still vacant. The authority did not paid sufficient attention in filling up the vacancy.

G. Academic and Professional Qualifications of Craft Teachers

Having come to know the availability of craft teachers it is essential to probe into and find out their academic and the professional qualifications as the success of any programme mainly depends upon the quality and the experiences who hold such responsibility. Commenting on Basic Education, Ramaiah, D.P. indicated:-

The success or failure of any system of education depends on the quality of the teachers. The quality of the teachers depends on the training imparted to them. But the training given to the basic teachers in training institutes is not adequate. Suggestions for improving



the training institutions may be -

1. Suitably trained and basic teachers should be appointed to handle both the practice and theory classes.
2. Craft activities should not be forced on the children but the activities should be permitted into teaching situations when and where required.
3. Teachers should not mechanically teach through a craft. We should change the pattern of education taking into consideration the social political and economic changes in the country.
4. The system of education should be flexible which can suit us at all times.
5. Teachers should undergo re-training courses periodically or so.
6. Special qualifications in the field of Basic education are also necessary for inspecting staff.<sup>19</sup>

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<sup>19</sup> Ramaiah D.P. Basic Education - need for amendments. Education 1966, 40(3) 14-17.



The following is the information regarding the qualifications and experiences of the present craft teachers.

Table No.5  
Academic and Professional Qualifications of  
Craft Teachers

Sr. No.	Name of the Institution.	Craft	Qualifications		Experience in professional service.
			academic	professional	
1.	Teachers' College Jamia Millia Islamia, New Delhi.	1. Agriculture & gardening.	B.Sc.M.S.	Agriculture	18 years.
		2. Spinning High School		Dip. in Spinning-weaving.	27 years.
		3. Weaving	-do-	-do-	13 years.
		4. Wood work	B.A., B.M.	Wood craft as main in B.M.	12 years.
		5. Home Sc.	M.Sc. (Home Sc.)	-	9 years.
		6. Pottery	Matric	Diploma (5 years)	2 years.
2.	Govt. Teachers Training Institution, Daryaganj, Delhi.	1. Spinning	Matric	Certificate	18 years.
		2. Weaving	-do-	Basic Craft	5 years.
		3. Wood craft	-do-	3 yrs. dip. in wood work.	-
		4. Paper & Cardboard board.	-	-	5 years.
		5. Leather making work.	-	-	-
		6. Domestic Science.	B.Sc.	B.Ed. (Home Sc.)	1 year.





Sr. No.	Name of the Institution.	Craft	Qualifications	Experience in professional service.
3.	Govt. Teachers Training Institution, Alipur.	1. Spinning & Weaving.	Intermediate	Dip. in Spng.-Wvg. 4 years.
		2. Agriculture	B.Sc.	Agriculture 2 years.
		3. Leather & Cardboard.	Intermediate	Two years Diploma. 6 years.
		4. Wood craft	Hr. Sec. Certificate.	Two Diploma in Wood work. -

An overall picture of the crafts and the qualifications of the craft teachers with the background of professional services can be seen in the above table.

#### 1. Agriculture and Gardening

Agriculture is one of the more important basic crafts and occupies an important place in the scheme of teacher education. The hand book for teachers of basic schools indicated:

In basic education, however the centre of correlation is activities pertaining to the basic craft and subsidiary crafts - e.g. agriculture, wood work, weaving etc. or in other words, projects calculated to make the students go through series of experiences regarding the basic needs of life namely, food shelter and clothing.

It is note-worthy from the above table that the teachers college, Jamia Millia enjoys the facility of



having highly qualified staff in every area of craft work. The present craft instructor of agriculture craft is working for the last 13 years. At Alipur, a graduate in agriculture is employed. No doubt the personnel in this field are sufficiently qualified and well experienced. The other institutions did not provide this craft in their programme. Therefore, the question does not arise.

### 2. Spinning & Weaving

In all the three training institutions there is similarity in the qualifications of these craft teachers. The academic qualifications of these instructors are upto High School Certificate at the first two institutions. At Alipur the craft teacher is an intermediate with a Diploma in Spinning and Weaving.

### 3. Wood Craft

At Jamia Millia Islamia the Wood-work teacher possesses the post graduate degree in teaching with wood work as main craft. His experience of teaching is 12 years. At the other two institutions the academic and professional qualifications are similar. Their experience in the field is 5 and 8 years.

### 4. Home Science

At Jamia Millia Islamia, home science as a craft occupies an important place. The table indicates a highly qualified and well experienced post graduate teacher. At the Teachers Training Institution, Darya Ganj, a



graduate in Home Science with post graduate degree of teaching is working.

5. Leather work

At both the institutions of Darya Ganj and Alipur the craft teachers possess the diploma in leather work. Their experience ranges between 4-6 years.

6. Paper & Cardboard work

At Alipur the craft teacher of leather work is incharge of this craft. At Darya Ganj, the instructor possesses a diploma in basic education.

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## CHAPTER - IV

### Administration of Craft Education

- A. Time Devoted to Craft Work.
- B. Achievement of Targets.
- C. Provision of Workshops.
- D. Agriculture and Gardening
  - 1. Crops Grown in the Farm.
  - 2. Demonstration Plots.
  - 3. Irrigation Facilities.
- E. Craft-equipment
  - 1. Supply of raw material.
  - 2. Suggestions for Proper Supply of Raw Materials.
  - 3. Disposal of Craft Products.
  - 4. Self Sufficiency.
- F. Methods of Teaching Followed.
  - 1. Excursions and Field Trips.
  - 2. Assignments.
  - 3. Correlated lessons.
  - 4. Craft Literature.





## C H A P T E R - IV

### Administration of Craft Education

In the foregoing chapter an attempt was made to present the general picture of the institutions in relation to the organisational structure of the craft programmes. In this chapter a critical discussion will be made on several aspects of these programmes and its implementation in a systematic order.

#### A. Time Devoted to Craft Work

First and foremost it is essential to know the weightage given to craft work in terms of time. The syllabai of the three institutions did not mention any specific time to be devoted on various crafts. The Directorate of Education, Delhi Administration indicated one hour twenty minutes (weekly) to be devoted in case of weaving craft only. Regarding the other crafts it does not prescribe any specification of time allotment. Of course, it is left out to the Heads of the Institutions to arrange according to the administrative facilities keeping in view the weightage given to the crafts in curriculum. It is sometimes felt by the educationists "not mentioning the time to be devoted to the different subjects in the curriculum might prove to be a healthy tradition since it left sufficient freedom to the teachers to use their direction and utilize the time necessary for different areas depending on the length of the course, resourcefulness of the teachers and the rate of learning by the pupils.



pupils.<sup>19</sup> The report of the Committee to evolve model syllabi for elementary teacher education suggested that the subsidiary craft should get about half the time that the major craft is given. But it did not mention the time to be devoted for major craft. Let us examine the response given by the institutions in the light of the above recommendation.

Table No.6

Time Devoted to Craft Work Per Week

Sr. No.	Name of the Institutions	Time devoted in hours		Total time in hours.
		Main craft	Subsidiary Craft	
1.	Teacher's College Jamia Millia, New Delhi.	6 periods	3 periods	9 hours
2.	Govt. Teacher's Training Institute	4 periods	4 periods	8 hours
3.	Govt. Teachers Training Institute Alipur.	5 periods	5 periods	7.30 hours.

The table indicates that the total time spent in a week for each class ranges between 7 hours 30 minutes to

<sup>19</sup>Dr. C.S. Subba Rao "A Critical Investigation into the Practice of Basic Education in Andhra Pradesh. P.229. Doctoral thesis submitted to Baroda University 1966."



9 hours. In the light of the discussion made in the above para no doubt the time devoted in this respect finds sufficient attention from the heads of the training institutions. The time devoted for the subsidiary craft at the Teachers' College Jamia Millia Islamia corresponds with the suggestions indicated by the report of the Committee referred to above. As the syllabuses for the other two institutions provides the equal weightage in allotting the marks, they are treated equally in devoting the time for each craft. In this respect there is no deviation from the above stand point. Regarding the periods in a week, sufficient weightage is shown in compare to the other subjects. For example the provided periods in a week for craft are 6, 4, and 5, more or less the periods for the other academic subjects like educational psychology, principles of education, social studies etc. are found in the same range. Though a little difference appears in the total hours it can be considered as just.

The above time includes both the theory and practice. The teachers College Jamia Millia Islamia indicated that two hours of time is spent in imparting the theoretical knowledge. The response from Darya Ganj indicated the time, 2 hours and 30 minutes in a week. The other institutions did not mention any specific time devoted in this respect. In an interview it is told by one of the senior member of the staff that there is no such



rigidity about the time allotment.

According to the needs and intellectual level of the pupil teachers the classes are being arranged. But this is not a sound in certain programmes.

#### B. Achievement of Targets

The syllabai of the three institutions clearly laid down the temporal quantitative and qualitative targets to be achieved for all crafts. Different crafts tend to have targets that differ for both quantitatively and qualitatively. The report of the syllabai Committee indicated -

Targets may be laid not so much in terms of production, but in terms of skills, and teaching skills. Student teachers should be permitted to take away results of their work by paying loss of raw material.

The response from the institutions in achieving the targets as prescribed is satisfactory. They did not mention any difficulty except in case when a craft teacher is transferred without the arrangement of substitute within the reasonable time.

#### C. Provision of Workshops

Workshops play an important role in developing the characteristics of integrated personality. It is the place the pupil teachers come together and participate where in their work as a community. The success of any craft programme mainly depends upon the quality and the facilities provided therein. Therefore, it is essential





to have the workshops with adequate facilities to inspire the students. The facilities of the workshops provided in the institutions are as following.

Table No.7  
Provision of Workshops

Sr. No.	Type of workshops	Jamia Millia Islamia.	T.T.I. Daryaganj	T.T.I. Alipur.
1.	Wood work	one	one	-
2.	Agriculture	one	nil	nil
3.	Spinning	one	nil	one
4.	Weaving	one	nil	nil
5.	Leather work	nil	one	-
6.	Home Science	one	one	nil

Workshops for wood craft are provided at Jamia Millia Islamia and Daryaganj only. In Alipur, it has not been provided separately. The workshops for agriculture is facilitated only at Teachers College Jamia Millia. The facilities for spinning and weaving are separately at Jamia Millia and T.T.I. Alipur only. Regarding the T.T.I., Daryaganj they are just the class rooms except



the wood work and Home Science. Provision of workshops for teacher is provided at Darya Ganj, and at T.T.I. Alipur, it is just conducted in class room itself. As per the discussion held with the teacher educators at Alipur it was revealed that separate arrangements for the different craft programmes will be made in the new building. The response regarding the adequacy of equipment of the workshops indicated below.

Table No.8  
Positions of workshops

Name of the Institute.	Type of institution		Remarks
	adequately equipped	inadequately equipped.	
1. Teachers College, Jamia Millia Islamia, New Delhi.	1. wood craft 2. agriculture 3. spinning 4. weaving.	1. Home Science 2. Pltery.	
2. Teachers Trg. Institute, Darya Ganj, Delhi.	1. wood work. 2. home science.		Crafts are regarding the crafts shops just they are class rooms
3. Teachers Trg. Institute, Alipur, Delhi.	1. weaving &-Sep 2. Spinning 3. Leather and Cardboard work.		



As the adequacy of the equipment in the workshop form an essential background of the craft programmes it would be most important to comment on it.

Out of the three training institutions teachers' college, Jamia Millia, is adequately equipped with proper facilities in wood craft, agriculture spinning and weaving. Regarding the Home Science it is not adequate enough.

At the T.T.I. Darya Ganj, provision has been made only for wood work and Domestic Science. They are said to be adequately equipped with facilities. But regarding the other crafts facilities, they are just the class rooms. This indicates itself the position of the workshop and the facilities provided therein.

The T.T.I. Alipur adequately equipped with the workshops for spinning and weaving, leather and cardboard work. Regarding the others it is already indicated about the progress.

No workshop is kept open outside the working hours of the institution. Regarding the practice of craft the response showed that in two of the training institutions of Jamia Millia and Alipur the pupil teachers practice craft after the school hours. This is not the case at the T.T.I., Darya Ganj.

Provision of the store rooms are not sufficient at Jamia Millia and Darya Ganj. At Alipur the response



is fair in having the sufficient accommodation to keep all the finished goods.

### D. Agriculture and Gardening

Agriculture and gardening are important crafts followed in training institutions run on basic patterns. It is one of the most occupations of the Indian people all over the country. Even in metropolitan city like Delhi, gardening is adequately planned. Every place, every office and every school and college pay adequate attention to the betterment of this programme. Agricultural education has been recommended as part of general education by the Education Commission.

1. All primary schools including also those situated in urban areas should given an agricultural orientation to their programmes. We do not intend by this recommendation to add to the academic burden. Indeed we are conceived that this does not require a special agricultural course but only orienting existing courses in general science, biology, social studies, mathematics etc. towards the rural environment and the problems facing the Indian Community.
2. Agriculture can be made an important part of work experience which we regard as one of the essential components of a national system of education. This can be made exciting and stimulating to the young mind and should not be meaningless drudgery in the name of agricultural training, especially in the earlier years, leading to a life-long aversion to agriculture as a way of life.
3. A similar orientation towards agriculture should be continued in the lower and higher secondary stages and should form a part of work experience at these levels as well. Science and social studies syllabuses should contain elements of agricultural and rural problems.





4. Appropriate colleges and university facilities should include some staff members and research scholars who are interested in the role their speciality can play in modernizing agriculture. Undergraduate and post graduate courses in colleges and universities should also give prominence to an orientation to rural and agricultural problems. One way to do this would be to set some papers in agricultural subjects which would be open to students to take as part of their course. The experience of the rural institutes in their field can be useful and should be fully utilized. The U.G.C. and other university authorities should take suitable steps towards ~~training~~ bringing about such orientation.
5. Similar orientation to agriculture and rural problems should also be introduced in all teacher training programmes.<sup>20</sup>

Let us examine position of agriculture and the place in craft programmes. The following is the information received from the concerned teacher training institution.

Table No. 9

Position of Agriculture and Gardening

S. No.	Name of the Institution	Place of Agriculture as a craft.	Area of the farm.	Crops grown
1.	Teachers' College Jamia Millia.	Main craft	Half acre	A Root Vegetables of califlower, cabbage, pottato.
2.	Teachers Trg. Inst. Darya Ganj.	-	-	
3.	Teacher Trg. Inst. Alipur.	Subsidiary craft.	six acres.	not under use.

<sup>20</sup>Report of the Education Commission, 1964-66, Education and National Development. P.301. 14.5. 1-5.



At Jamia Millia the area of farm is only half acre and this is under kitchen gardening. At Alipur an area of six acres has been provided for farm. As per the information received by the discussion this land has not been used so far.

1. Crops Grown in the Farm

Root vegetables like califlower, morlkol, pottato are being grown at the teachers college, Jamia Millia. Apart from these the pupil teachers take it as a hobby to grow the flower plants. The following is the information to be noted.

Table No.10

Flower Plants Grown

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Teachers College, Jamia Millia.	Teachers Training Institute, Alipur.
1. Pelumia	1. Mary gold
2. Cosmos	2. Chrys antherinure
3. Calandula	3. Portulica.
	4. Petania.

---

Information about the facilities has been collected as given below.



Table No.11

Facilities Available for Agriculture Growing

Name of the Inst.	Type of facilities	
	Adequate	Inadequate
1. Teachers College, Jamia Millia, New Delhi.	Raw material implements.	Instructors  Land  No compound  No farm animals
2. Teachers Training Institute, Alipur.	Raw material implements.	Instroctor  Land  No compound  No farm animals

1. In comparing the above two institutions position is almost the same. As indicated in the table No.8 six acres of land is provided at T.T.I., Alipur. It should be noted here that this six acres of area is alkalimty land. Therefore it is not suitable for cultivation. So the response under the above items came under inadequacy. No farm animals and compounds have been provided at any of the above institutions under agriculture and gardening.

2. Demonstration Plots

In both of the institutions, demonstration plots are being undertaken by the concerned instructors to



educate the pupil teachers. Demonstration and experiments as a hobby are undertaken a project at the Teachers' College, Jamia Millia by the agriculture instructor. It serves both the purpose of imparting and interpreting the knowledge on practical side as a research project. Plots are maintained by various vegetable propagation like, raising vegetables, nursery raises seed raising and etc. Pot culture, cutting and layering is in progress at Jamia Millia and to some extent at Alipur.

### 3. Irrigation Facilities

Facilities of irrigation are more important for the efficient organisation of agriculture and gardening. Unless proper irrigation facilities are provided no farm can be cultivated either for agriculture or for gardening. The following is the position of irrigation facilities available for these crafts.

Table No. 12

#### Irrigation Facilities

Sr.No.	Name of the Institute	Irrigation facilities
1.	Teachers' College, Jamia Millia.	1. Two wells. 2. One electric motor.
2.	T.T.I., Alipur.	1. Hand pump (connected to well) 2. Bolts 3. Sprinkling cans.
3.	T.T.I. Daryaganj, Delhi.	-





Out of the above two institutions the first one possess adequate facilities of irrigation. But in case of the second the facilities are poor. Water is to be sprinkled through the bolts and cans. It always involves the physical labour of pupils. A system of irrigation channel could have been organised in order to facilitate the supply of water to all the plants.

### E. Craft Equipment

Equipment of crafts is an important factor to be considered. Each institution differs in its size, place and environment. Unless and untill the equipment is sufficiently provided the craft education cannot be implemented successfully. It is the responsibility of the administration to keep in view this factor in supplying such items. The craft equipment supplied to the institutions indicates the following picture.

Table No.13

#### Position of Craft Equipment

Name of the Institution	Adequate	Just Sufficient	Inadequate
1. Teachers College, Jamia Millia.	-	1. Wood work 2. Home Sc. 3. Spinning & Weaving.	
2. T.T.I.Daryaganj.			1. Spinning & Weaving 2. Wood work 3. Leather work 4. Domestic Sc. 5. Paper & Cardboard.



Name of the Institution	Adequate	Just sufficient	Inadequate
3. T.T.T. Alipur.	1. Spg. & Nvg. 2. Leather work. 3. Wood work 4. Cardboard & Leather.		

The responses in the table show that the supply of equipment. Adequate supply is found only at Alipur. The mode of repairs of these crafts implements is as following.

Table No.14  
Mode of Repairing Craft equipment

Name of the Institution	Mode of repair.
1. Jamia Millia.	1. Local crafts men repair the equipment. 2. Teachers are repairing in some cases.
2. T.T.I., Daryaganj.	1. Students repair with the help of the teachers.
3. T.T.I. Alipur	1. Craft implements are not repaired at all.



If the teacher is inspired and possess initiative he can organise repairs of craft equipment also. It is also not possible to have at all the places the scope of repairers. The man who drives a car should also possess the knowledge and skills to attend the minor repairs. The teacher being the friend, the guide and philosopher should set an example to the student teachers in the matter of repairing the craft equipment also.

We find from the above data that the authorities of Jamia Millia arranges local crafts men to repair the implements. Teachers also are repairing in some cases.

At The T.T.I., Darya Ganj, the students repair with the help of the teachers. This practice should be encouraged more. The response from Alipur shows that the craft equipment are not repaired till now.

#### 1. Supply of Raw Materials

Raw materials are locally purchased by the Institutions of Daryaganj and Alipur, while at Jamia Millia Islamia, the students buy their own materials. It is found that there raw materials in the above institutions are not purchased in proper time because of late in providing the budgets estimated. Generally the material purchased in one year, is used in the next year. This drawback should be set right by the administrators.



2. Suggestions for the proper supply of raw material are as below.

Table No.15

Suggestions for the Proper Supply of  
Raw Material

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Sr. Name of the Institution No.	
<hr/>	
1. Teachers' College, Jamia Millia.	1. Students should buy their own material.
2. T.T.I., Darya Ganj.	2. Craft Instructors may be authorised to pur- chase the material on their choice beofre the month of March.
3. T.T.I. Alipur.	

---

At the Teachers Colloge, Jamia Millia, the students are requested to purchase their raw material. But the question arises how can it be possible for every student to bring the same type of material. This was discussed by the concerned personnel of Jamia Millia Islamia. Following is the information in this context.

The students have to pay some amount at the time of their admission toward the cost of raw material to be used during their practice of craft. Likewise after after collection, they arrange to purchase material jointly. The implements are supplied by the institution. The students later on take away the finished goods in an equal share.





This is some-what interesting to note. The students pay adequate attention and interest in producing the goods.

The second suggestion is that the craft instructors should be authorised to purchase the rawmaterial at their own choice. It shows, the craft instructor will keep the general interest of the institution. The other suggestion is - "Some amount should be placed at the disposal of the Principal so that he may arrange to purchase the material at the proper time."

### 3. Disposal of Craft Products:

At the T.T.I, Darya Ganj, the products are disposed off at the annual function. At Jamia Millia, the students take away their finished goods realising the expenditure incurred on. At the T.T.I. Alipur, the products are not yet sold. The prices of products are not fixed. The following are the suggestions for the disposal of craft products.

Table No.15(a)

#### Suggestions for the Disposal of Products

Teachers Trg. Institution, Darya Ganj, Delhi,	<ol style="list-style-type: none"> <li>1. Craft products should be sold to the students for a nominal cost.</li> <li>2. A central disposal unit should take up their work.</li> <li>3. Craft products should be sold to the different Govt. Institutions like the Hospitals and other Departments through the central stores and purchase departments.</li> </ol>
T.T.I. Alipur.	<ol style="list-style-type: none"> <li>1. Craft products should be sold for the students for a nominal cost.</li> <li>2. Central disposal Unit should take up this work.</li> </ol>



#### 4. Self Sufficiency

This idea is completely over looked almost by all of the Institutions. At Jamia Millia, the response indicates that the question does not arise where the students themselves bring the raw material and take away the finished products. In other institutions the realisation of expenditure on crafts seems as ignored. The expenditure on crafts including the implements at Alipur is on below.

1964-65, Rs.4000.00, 1965-66, Rs.4000.00. At Darya Ganj, the response is net. No income has yet been derived on the finished products at Alipur. The concerned craft instructor pointed out that many of the products are unfinished and it is expected to finish the products during this year. Value of the products have not been fixed at any institution. Regarding the income of the finished products it is expected at least 75% of the expenditure incurred on the raw material.

Regarding the reasons for deriving less income than expenditure one institution pointed out that it is because of low quality products. The another institution stated,

1. The trainees have to learn and it is natural while learning they waste more.
2. The Training Institution is not an Industrial Centre and all the expenditure on craft is not expected fully.



Regarding the opinions needed for modifications at the cost of expenditure, the suggestions are given below.

Table No.16

Sr. No.	Name of the Institution	Suggestions to attain the self sufficiency.
1.	T.T.I., Darya Ganj.	1. Self sufficiency is not complete if students do not get equal proficiency in both craft and scholastic attainments.
2.	T.T.I.Alipur.	2. Craft work should not be given more importance in the name of self-sufficiency than it really deserves.

#### F. Methods of Teaching Followed

The theoretical knowledge is imparted in the following way by the craft instructors in the institutions.

Table No.17

Name of the Institution	Method of teaching followed
1. Teachers College, Jamia Millia.	1. By dictating notes 2. By giving lectures 3. Discussion and 4. Demonstrations.
2. T.T.I., Daryaganj.	1. By giving lectures. 2. By discussion.
3. T.T.I.Alipur.	1. By dictating notes 2. By lectures.



Out of the three institutions, Teachers College, Jamia Millia, imparts the knowledge of theory in four ways, giving lectures, dictating notes, discussion and demonstrations in the crafts like Home Science and etc. The other two institutions follow only two of the following methods lectures, dictating notes, discussion. In all the three institutions theoretical knowledge is generally interpreted with the practical work.

### 1. Excursions and Field Trips

Excursions and field trips provide the opportunity of gaining sufficient knowledge, by seeing, observing and experiencing. The place of these programmes cannot be ignored in planning curriculum of crafts. Teachers' College, Jamia Millia, is in practice of arranging such programmes in Agriculture and Home Science. Vegetability of local area form the important items of these programmes. The response in other institutions is nil.

### 2. Assignments

Apart from the above at Jamia Millia, the pupils teachers are given assignments. These assignments can be divided into two categories individual assignments, and group assignments. Preparing the charts, Agricultural models and Albums, growing the vegetables like carrot, Radish, Turnip Beetroot, Spinach etc. form the part of these assignments. The total work is distributed on





the very beginning of the academic year allotting the marks for each job. This practice is only with the Agriculture and Home Science.

### 3. Correlated Lessons

"The concept of correlation purposes that children mind is an integral whole, welcoming experiences as unity and not as a collection of separate unconnected fragments. When applied to education, it implies that knowledge should not be given in the form of mechanical units, but should be imparted in response to the individual and social needs of the child, while he is pursuing some purposeful and productive activity."<sup>21</sup>

For effective correlated teaching through crafts it is essential that the teachers must properly be trained. A well planned programme of these actualities are the basis of future success. It is the responsibility of the Training Institutions to attain these standards according the different regions. The following tables indicate the plan of correlations lessons which are in practice at present.

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<sup>21</sup>Principles and Problems of Correlated Teaching. P.C  
Govt. of India, National Institute of Basic  
Education, 1961.



Table No.13

## Correlation of Academic Subjects with Craft

Sr. No.	Name of the Institution.	Units to be planned by each trainee.	No. of actual subjects linked.	Crafts frequently used for correlation.
1.	Teachers College, Jamia Millia, New Delhi.	-	All subjects	Spinning Agriculture Clay Paper and Cardboard work.
2.	T.T.I., Darya Ganj.	At least ten.	Five	Spinning, Weaving Home Science Cardboard and Wood work.
3.	T.T.I., Alipur.	Thirty	five	Spinning. Book craft, Agriculture.

The above data indicates that different schools are following different pattern of correlated techniques. At T.T.I., Darya Ganj, ten units of correlation are to be planned while at Alipur up to thirty. At Jamia Millia, there is no such indication. Generally five subjects are linked in this manner by all the above Institutions. In comparing the crafts used for correlation, Spinning, Agriculture and cardboard, are generally followed in all the three institutions.

Further Jamia Millia, indicates the following process of Teaching practice.



Correlated teaching programme for a month is planned by a group of students with the help of their lecturers and school teacher. This they conduct one by one for about one week each in a lower class (I or II) and one week in higher classes (III, IV & V).

#### 4. Craft Literature

The libraries of these institutions contain books on all crafts practised in other programmes. It is pointed out by one of the Institution that the books in these crafts are not sufficient. No journals on crafts were subscribed by these institutions. Extension Service Programme was being conducted only in one of the institutions.

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**CHAPTER V**

**SUPERVISION AND EVALUATION**

**A. Evaluation**

**B. Assessment of Craft work and Experience**

**C. Final Examinations**





## CHAPTER - V

### Supervision and Evaluation

Supervision is an important aspect of the training institutions. To achieve both the qualitative and quantitative targets in craft work it is essential for close supervision of pupil teachers.

Supervision may be classified into two types - Day to day supervision and periodical or occasional supervision. While day to day activities are checked by the concerned head of the institution the periodical checks are done by the competent authority who controls the institutions.

Both the government institutions of Darya Ganj and Alipur furnished the information stating that a Board of Deputy Directors consisting three members are supervising and inspecting the programmes of the institutions from time to time usually once in a year. The Principal is the supervising authority at .

### Evaluation

Evaluation is an attempt to discover the extent of effectiveness of the learning situation in bringing about the desired changes in the behaviour of the students. In evaluating these experiences the objectives framed while planning the curricula should be kept in view. The learning experiences are also provided in terms of objectives. Therefore evaluation related to the objectives that are stated in -



"Evaluation is the process of determining<sup>1</sup>-

- a) the extent to which an objective is being attained.
- b) the effectiveness of the learning experiences provided in the class room.
- c) how well the goals of education have been accomplished -

Evaluation is not an extension of the usual written examination and marks in a subject nor is it a means of judging the competence of individual teachers -

One cannot pass judgment on students by just testing them at the end of a course of instruction. The change occurs over a period of time, therefore no single appraisal can tell us completely of the change. At a periodical intervals evaluation have to be made and changes identified in comparison should be determine record.

As per the information contained in the syllabi of the concerned institution it is noteworthy to quote that evaluation is a continuous process involving the periodical tests. The periodical assessments are done in addition to the sessional work. Further the syllabi of the institutions prescribed 33 per cent and 35 per cent of the total marks for the purpose of the periodical assent in respect of the final examination. The rest of the percentage of marks are being allotted for the final examination. The mode of assessment of these craft work are done as follows -



Table No. 19

Assessment of Craft Work and Experience

Sr. No.	Name of the Institute	Mode of assessment	Remarks
1.	Teachers' College, Jamia Millia Islamia.	Committee consisting of both the craft instructor and the staff members with the principal as Chariman.	
2.	Govt. T.T.I. Darya Ganj.	A part of the total assessment is done by the staff members.	
3.	Govt. T.T.I. Alipur.	By the concerned craft teacher only.	

While at the Teachers' College, Jamia Millia, there is an assessment committee with the principal as the Chairman the other institutions did not follow this system. At the Govt. Training Institution, Darya Ganj, a part of the whole work is assessed by the staff members. At Alipur, it is entrusted to the concerned craft teacher only.

The scheme of Examination in offering the courses comprises the following subjects including theory and practice.

Teachers College Jamia Millia - Diploma of Basic Training Course  
Theory paper compulsory papers (8 papers of 100 marks each) 800



Paper I. Principles of Education (Part I)

II. Principles of Education (Part II)

III. Principles of Teaching and School Curriculum

IV. Art and Teaching aids.

V. Teaching of mother tongue and School Curriculum.

VI. Teaching of mathematics and School Curriculum.

VII. Teaching of general science and school curriculum.

VIII. Teaching of Social Studies and School Curriculum.

Main craft - 200 marks.

Anyone of the choice prescribed, see page No.

Subsidiary - 100 marks.

Any one of the choice, see page No.

Pass marks 33% in each craft and 33% sessional

work related to each craft.

Govt. Basic Training Institute - Junior Basic Training Courses,  
(Directorate of Delhi Admin-  
istration)

### Theory

1.	Educational Psychology and general methods.	50 50	100
2.	Principles of Basic Education.		100
3.	School Organisation, Health Education and Community Development.	50 25 25	100
4.	Subject matter and method of teaching mother tongue.	40 - 60	100
5.	Subject matter and method of Teaching mathematics.	40 - 60	100





6. Subject matter and method of teaching Social Studies. 40-60 | 100
7. Subject matter and method of teaching general science. 40-60 | 100

(A) Art.

(B) Craft:-

Main - 1. Spinning & Weaving - 100

Subsidiary - Anyone of the choice 100

The weightage given to the craft education in the scheme of examination as compared to the other subjects is as follows:

Teachers' College, Jaria  
Millia, Islamia.

T.T.I., Darya Ganj, and  
Alipur.

Theory subjects - 300 marks

Theory subjects - 700 marks

Crafts - 300 marks

Crafts - 200 marks

Percentage - 37%

Percentage - 28½%

### Final Examination

An external examiner will conduct the practical examination in the crafts and will also test the candidates orally in theory of the crafts, 67 and 65 percent of marks will be allotted for this examination respectively. This system is followed in all the three above mentioned training institutions.



## CHAPTER VI

### SUMMARY AND RECOMMENDATIONS



## CHAPTER VI

### Summary of Conclusions and Recommendations

The following is the summary of conclusions and recommendations based on the course of the study of study of craft education in the three teacher training institutions of Delhi:

#### Organisation of Craft Programmes

1. The selection of crafts is based on the official decisions and the availability of craft instructors. Except Jamia Millia Islamia the other two institutions did not provide sufficient scope for students choice. At T.T.I. Daryaganj and Alipur the major craft is restricted to spinning and weaving only. This reflects that likes and dislikes of student teachers are not considered.

The Directorate of Delhi Administration should consider this problem and provide sufficient scope in offering the major crafts and suit the individual differences based on psychological. Before offering the choices the students should also be oriented towards craft education.

2. The posts of craft instructors are not duly filled up whenever a transfer is effected. At T.T.I. Alipur one post is still vacant. This



resulted for the backlog in finishing goods. Sometimes one craft instructor is the incharge of two crafts.

The administration should pay sufficient attention toward these problems arising out of the vacancies and arrange suitably trained instructors within the limited course of time.

3. There is no combination of crafts providing inter-relationship between major and subsidiary crafts. The knowledge and skills are overlapping in each other when they are scattered for choices.

The heads of institution should take up this task while providing the choices to students and should link major and subsidiary or the additional crafts into combinations.

#### Administration of Craft Educators

4. Provision of workshops is not satisfactory. In some cases except, wood craft and home science they are just the classrooms. Under these conditions the class room situations and the workshop programmes are dissipating.

It is obligatory on the part of the institution to provide separate space as far as possible with proper equipment.

5. Agriculture as a craft could not find the





rightful place at any of the three institutions.

At T.T.I. Alipur an area of six acres land is available. But this could not be cultivated because of the alkalinity soil. At Jamia Millia Islamia there is only half acre land which is not sufficient. No provision has been made for agriculture at T.T.I. Daryaganj.

Consultation with the agriculture department is the urgent need to make the land suitable for cultivation. A special programme should be arranged in connection to educate the student teachers on certain aspects of soil, fertilizers and etc.

6. Irrigation facilities are so poor at Alipur. To protect the plants water is to be sprinkled through the bolts and can. It always involves the physical labour of pupils.

A system of irrigation channel should be organised in order to facilitate the supply of water to all the plants.

7. Training in repairing the craft implements is not in practice except in one institution.

Students should sufficiently be involved in certain repairs of craft implements under the guidance the concerned instructor. This practice



should be encouraged sufficiently to develop the skills and attitudes of student teachers towards work experience.

8. The prices of products are not fixed. This resulted to unknown position in ascertaining the value of products.

Attention of the heads of the training institutions is necessary in this respect to maintain a record of finished products with the prices fixed. Upto date information should be kept for reference at any time possible.

9. Disposal of craft products are followed in different ways. At Jamia Millia Islamia the students are taking the finished goods realising the expenditure incurred on. At T.T.I. Davyaganj they are disposed off at the annual function. At T.T.I. Alipur the products are not yet sold. Besides this there are a number of unfinished goods.

Proper attention is necessary to complete the unfinished goods first and see to dispose off in an open sale.

10. The realisation of the cost even at the



expenditure of raw material is ignored. No income has yet been derived on the finished products at Alipur.

The reasons should be find out, for this drawback and sufficient care is necessary to maintain the quality of goods. Fixing the standards in quality is the better is the better policy to avoid this drawback.

11. In importing the knowledge of theory part, a lecture and discussion methods are generally followed. Dictating notes on also is in practice. Excursion and filed trips did not find sufficient scope in this aspect except at Jamia Millia Islamia.

The other two institutions should plan such programmes to local industrial areas, agriculture farms, and etc. to integrate the knowledge of theory with the practical work, and observation. The observations of such field trips should be discussed thoroughly in the class room work.

12. The institutions are following different procedures in correlated lessons. At T.T.I. Darya Canj ten units of correlation lessons are



planned at a time while at Alipur it is about thirty units. At Jamia Millia Islamia the correlated teaching programme for a month is planned as a continuous process.

A uniform system is necessary in this aspect. A seminar on correlated lessons involving the staff members of the three training institutions will be more useful to come into close relationships.

13.

The libraries of the institutions contain books on all crafts practised in the programme. But no journals on craft education were subscribed by those institutions.

To keep the upto date knowledge and the new trends the student teachers should be provided with sufficient scope of reading material on various crafts. It is the responsibility of the principals of the training institutions to subscribe for journals on various crafts and to encourage the students in their study habits. Information regarding the journals may be obtained by the Department of Basic Education, N.C.E.R.T., Delhi.





Supervision and Evaluation

14. Assessment of craft work and experience is followed in different ways in the three institutions. At teachers' college Jamia Millia Islamia a committee is formed with the principal as the Chairman. At T.T.I. Daryaganj a part of the total assessment is partly done by the staff members other than concerned craft teachers. At Alipur it is completely entrusted to the concerned institution.

An assessment committee consisting the craft instructors and staff members with the Principal as the Chairman as in practice at Jamia Millia Islamia is more advisable.

15. The weightage given to the craft education in scheme of examination as compared to the theory subjects is 37% at Jamia Millia Islamia and 27% at the other two institution. This difference is because of the weightage of 200 marks for major craft at Jamia Millia, and 100 marks at other institutions.

A uniform system as suggested by the Committee of Elementary Teacher Education is better to be followed

Research

The following research may be taken up for the



further study:

1. A study of the likes and dislikes of the student teachers in Elementary teacher training institution towards spinning and weaving as a compulsory craft.
  2. Study of difficulties encountered by the institution in implementing the Agriculture Craft.
  3. Study of problems arising towards the disposal of craft products.
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2. (a) Is any craft compulsory for all the Trainees? Yes \_\_\_\_\_ No \_\_\_\_\_
- (b) If so name the crafts which are compulsory \_\_\_\_\_
- 
- (c) How many crafts each student is required to practice in addition to compulsory craft? \_\_\_\_\_
- (d) Is there a choice to elect these crafts according to students own interest? Yes \_\_\_\_\_ No \_\_\_\_\_
- (e) If so how the elective crafts are being offered?
1. According to students free choice
  2. After initial test.





(f) Is there a division of crafts as Main and subsidiary:

Yes \_\_\_\_\_ No \_\_\_\_\_

(g) In case your answer is in the negative,  
are they treated as equalent to compulsory

Yes \_\_\_\_\_ No \_\_\_\_\_

(h) Please name the crafts which are actually practised  
in your Institution:

S.No.	Main crafts	Subsidiary crafts	Remarks
1		1	
2		2	
3		3	
4		4	
5		5	
6		6	

5. Please indicate the principles you have followed in the  
selection of crafts taught in you Institution:

(a) Decisions of the Government of Management.

(b) Availability of

(1) Technical help (ii) Craft implements.

(c) Possibility of Teaching different school subjects  
through craft.

(d) Availability of trained teachers for teaching crafts:

(e) Others if any - 1 \_\_\_\_\_

2. \_\_\_\_\_







- (e) How much time is given for crafts? (Please indicate below the periods and time per week -

	Periods	Block Periods	Total time in hours
Compulsory crafts -	_____	_____	_____
Subsidiary crafts -	_____	_____	_____

- (f) What is the total time per week devoted for  
(1) Instruction \_\_\_\_\_ (ii) Crafts \_\_\_\_\_

5. (a) Are there any targets to be produced in any crafts?  
If so please state the targets in the below proforma:-

- (b) How the trainees fulfill the target?

Easily \_\_\_\_\_ With difficulty \_\_\_\_\_ Cannot achieve \_\_\_\_\_

- (c) State the difficulties if any in this respect.

- (d) What workshops do you have for craft work?  
Please indicate below:

Type	Number of workshops	Adequately equipped	Inadequately equipped

- (e) Are the workshops kept open outside the working hours of the Institution. Yes \_\_\_\_\_ No \_\_\_\_\_

- (f) Do the trainees practice craft outside the school hours. Yes \_\_\_\_\_ No \_\_\_\_\_

- (g) Is there sufficient provision for store rooms? Yes \_\_\_\_\_ No \_\_\_\_\_



B. Agriculture and Gardening

6. (a) Do you have Agricultural as one of the basic crafts? Yes \_\_\_\_\_ No \_\_\_\_\_
- (b) What is the area of the Farm (in acres or square feet's) \_\_\_\_\_
- (c) Do you have kitchen garden Yes \_\_\_\_\_ No \_\_\_\_\_
- (d) If so what is the area of kitchen garden? \_\_\_\_\_
- (e) What type of Vegetables grown the kitchen garden? (Describe briefly) \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- (b) What is the position of the following facilities for Agriculture and gardening?
- (1) Raw material - good \_\_\_\_\_ adequate \_\_\_\_\_ inadequate \_\_\_\_\_
- (2) Implements - good \_\_\_\_\_ adequate \_\_\_\_\_ inadequate \_\_\_\_\_
- (3) Instructors - good \_\_\_\_\_ adequate \_\_\_\_\_ inadequate \_\_\_\_\_
- (4) Land - good \_\_\_\_\_ adequate \_\_\_\_\_ inadequate \_\_\_\_\_
- (5) Farm animals - good \_\_\_\_\_ adequate \_\_\_\_\_ inadequate \_\_\_\_\_
- (6) Compound - good \_\_\_\_\_ adequate \_\_\_\_\_ inadequate \_\_\_\_\_
- (i) Are there any demonstration plots? Yes \_\_\_\_\_ No \_\_\_\_\_
- (j) What are the irrigation facilities for Agriculture and gardening? State briefly \_\_\_\_\_

C. Craft Equipment

7. (a) Indicate the position of craft equipment supplied:

S.No.	Name of the craft	Adequate	Just sufficient	inadequate
1				
2				
3				
4				
5				





- (b) Indicate the mode of repairs of craft implements -
- (1) Students themselves are repairing
  - (2) Students repair with the help of teachers
  - (3) Teachers are repairing
  - (4) Local craftsmen repair the implements
  - (5) Craft implements are not repaired at all.
- (c) How the craft implements and raw materials supplied to your institution? Please indicate
- (1) Locally purchased
  - (2) Department is supplying
  - (3) Others if any
- (d) Indicate below your suggestions for the proper supply of raw materials -

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Disposal of Craft Products

- 8.(a) Is the cost of the raw material to be realised from the produce of craft? Yes \_\_\_\_\_ No \_\_\_\_\_
- (b) How do you dispose off the craft products? (Please state below)

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(c) Indicate your suggestions for the disposal of craft products -

- (1) Craft products should be sold to the students for a nominal cost,
- (2) A central disposal unit should take up this work,
- (3) A co-operative society should be entrusted with this work,
- (4) Craft products should be sold to the different govt. institutions like the Hospitals and other Departments through the central stores and purchase departments,
- (5) Sales departments should be organised in the Training institutions itself.

#### D. Self Sufficiency

9. (a) Please give the details of the income and expenditure on craft products for the last three years in the following proforma:-

S.No.	Year	Total expenditure on crafts	Value of products	Total income
1	1963-64			
2	1964-65			
3	1965-66			



(b) State the reasons for deriving more income than expenditure on crafts -

1. \_\_\_\_\_

2. \_\_\_\_\_

(c) State the reasons for deriving less income than the expenditure on crafts -

1. \_\_\_\_\_

2. \_\_\_\_\_

(d) What according to you, are the modifications needed in craft programmes to attain self sufficiency.

(1) Craft work should not be given more importance in the name of self-sufficiency than it really deserves.

(2) Self-sufficiency is not complete if students do not get equal proficiency in both craft and scholastic attainments.

(3) Quality of craft products is more important than the quantity for real self sufficiency.

(4) The products of craft programmes should aim in meeting the needs of the community.

#### E. Methods of Teaching Followed

10. (a) How is the theoretical knowledge in craft imposed?

(1) By dictating notes      (2) By giving lectures

(3) By discussion      (4) Any other method, specify

(b) Are the theory lessons integrated with practical work?

Yes \_\_\_\_\_ No \_\_\_\_\_

(c) Are field trips arranged to study local crafts and rural industries?

Yes \_\_\_\_\_ No \_\_\_\_\_



F. Correlation of Academic subjects with Craft

11. (a) Do the trainees correlate the academic subjects with the crafts. Yes\_\_\_\_\_ No\_\_\_\_\_
- (b) If so, how many units are to be planned by each trainee? \_\_\_\_\_
- (c) Generally how many academic subjects are linked in this manner? \_\_\_\_\_
- (d) Which crafts are frequently used for correlation in academic subjects? \_\_\_\_\_

G. Craft Literature

12. (a) Do the library consist the books on various crafts? Yes\_\_\_\_\_ No\_\_\_\_\_
- (b) If so on what crafts? \_\_\_\_\_
- (c) Are any journals on crafts and craft Education subscribed by the Institution. Yes\_\_\_\_\_ No\_\_\_\_\_
- (d) If so, please give the names and numbers:

S.No.	Name	Language	No.
1			
2			
3			
4			





H. Assessment of Craft-work and Experience

13. (a) How is the assessment done? Please indicate by the check
- (1) By the concerned craft teacher
  - (2) Committee consisting the staff-members.
- (b) What is the total number of marks for theory subjects ( )
- (c) What is the total number of marks for crafts? ( )
- (d) What is the minimum percentage of pass in crafts? ( )
- (d) How is the examination conducted?  
Monthly - Quarterly - Half yearly - Annually ( )
- (f) Please give the records taken into consideration in connection with the assessment of craft work \_\_\_\_\_
- 

1. Supervision and Inspection

14. (a) Who supervises the craft programmes from time to time? \_\_\_\_\_
- (b) Please give the particulars of the Inspecting Officers visiting the craft classes during the past 3 years.



## APPENDIX II

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